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AUTHOR Halpern, Andrew S.; Byrne, Andrew R.
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ABSTRACT

Management issues, guidelines, policies, and procedures for implementing a statewide plan in Oregon for improving secondary school special education and transition programs for students with mild or severe disabilities are described. An overview is given of the development of the plan, including discussion of: background events; general underlying assumptions; role of the steering committee; role of the working groups; program evaluation and plan modification; public relations activities; and resource allocation and management. Individual sections focus on each of the working groups (curriculum, coordination, transition, documentation, and certification/training). The first part of each of these sections presents an overview of all the specific objectives, tasks, and activities that have been developed thus far. The second part of each section contains an outline for developing specific contracts to implement some of the plan's tasks and activities over a 17-month period (beginning in January 1986). The outline will be used for identifying funding sources and generating specific requests for proposals for contractors to do the work. The third part of each section presents the remaining tasks and activities that were adopted by the working groups but have not yet been structured as potential contracts. Such structuring will occur after the outcomes of initial efforts have been accomplished and evaluated. (CB)

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Principals and Procedures of Management

During recent years, there has been a growing interest in the field of special education to improve programs at the secondary level for students with both mild and severe disabilities. Many factors have contributed to this interest, including parental concern, a shortage of qualified teachers, gaps in program offerings, and an awareness at the national level that transitions from school into adult life are often unplanned or ineffective for students with disabilities.

A strong commitment has emerged within Oregon to develop and implement statewide plan for improving secondary special education and transition services for students with both mild and severe disabilities. Full implementation of the plan will require 3 to 5 years of effort, combining and coordinating the resources of many agencies and people. The rationale for this plan is presented in a policy document entitled Toward Excellence in Secondary Special Education: A Plan for Statewide Initiatives in Oregon. The present document describes the principles and procedures that are being used in order to manage and implement the plan.

Background Events

The development of this management plan has occurred within the context of a long range planning effort that began during the early months of 1984. Two studies, a statewide survey of secondary special education and a study of transitional services in Oregon, were the starting points for this ef-

fort. These projects were undertaken to document the current status of special education and transition services in Oregon's secondary schools, as well as to lay a foundation for the articulation of new policy and procedures that will lead to improvement in the services that are provided.

In order for these studies to have their intended impact, it was important from the beginning to involve the various people and agencies who would have a stake in responding to the findings that emerged. The first step in this process was to identify a steering committee to guide the entire project from beginning to end. The initial composition of this committee consisted of representatives from the following groups: (1) the special education and vocational education divisions of the Oregon Department of Education; (2) the Western Regional Resource Center and the Rehabilitation Research and Training Center at the University of Oregon; (3) two parent groups that advocate for people with disabilities; and (4) two consultants, who were responsible for the implementation of the studies.

The initial responsibilities of the steering committee were both to guide the design and implementation of the two studies, and to begin formulating an appropriate response to their findings. Out of this process emerged the early drafts of the policy document mentioned above.

Once these early drafts were completed, the process began in earnest of extending to other people an opportunity for involvement and ownership of the plan. Reports from the two studies and a draft of the policy document were sent to administrators of the following agencies and organizations:

- Coalition in Oregon for Parent Education
- Parents Graduation Alliance
- Oregon Coalition for Exceptional Children and Young Adults
- Association for Retarded Citizens of Oregon
- United Cerebral Palsey Association of Oregon
- Autism Council of Oregon
- Easter Seal Society of Oregon
- Oregon Association for Children with Learning Disabilities
- Oregon Developmental Disabilities Council
- Oregon Association of Rehabilitation Facilities
- Oregon Community College Association
- Higher Education Council of the Oregon Department of Education
- Oregon Confederation of School Administrators
- Oregon Education Association
- Oregon Teachers Standards and Practices Commission
- Oregon Comprehensive Personnel Preparation Council for Special Education
- State Advisory Council for Regional Services in Oregon
- State Advisory Council for Career and Vocational Education in Oregon
- Oregon Mental Health Division
- Oregon Vocational Rehabilitation Division
- Oregon Commission for the Blind
- Oregon Children's Services Division

These administrators met with the steering committee in Salem, to communi-

cate their reactions to the proposed policy document. In a somewhat rare expression of unanimity, support for the plan was offered without dissent.

Another purpose of this meeting was to lay a foundation for the formation of working groups that would be asked to develop the policy plan further, and to work toward its implementation for a period of 3 to 5 years. The agency and organization administrators nominated 146 people to serve in this capacity. Forty-five of these people were selected by the steering committee to serve on the working groups. Those not selected were designated as field reviewers to be involved in subsequent activities. All but two of the people selected agreed to participate as members of a working group.

The first responsibility of the working group members was participation in a 2 day meeting at the Silver Falls Conference Center near Salem. The purpose of this conference was to develop further the policy plan, by reexamining its proposed objectives and developing a set of tasks and activities that, if adopted, would ultimately lead to the attainment of the objectives. These objectives, tasks and activities became the management blueprint for implementing the long range plan that is described in the statement of policy.

Before actual implementation could begin, however, it was necessary to receive additional input from a broader constituency. Approximately 100 field reviewers from appropriate agencies and organizations, along with members of the working groups, were given an opportunity to review and

comment on both the policy and management plans. Reactions to both documents were overwhelmingly positive. The few helpful criticisms that did emerge from these reviews have been incorporated into the current revisions of both documents.

On October 22, 1985 the working groups reconvened in order to begin the implementation process. Proposed activities were developed at that meeting into concrete proposals, including the identification of resources that were potentially available for implementation. Pieces of the management plan were organized into "contractible units" for subsequent negotiation with funding sources. During November and December 1985, contracts will be negotiated for the parts of the plan that can be implemented between January, 1986 and May, 1987.

As the planning phase of this project draws toward its conclusion, it is important to focus attention on management and organizational conditions that will need to be met in order to facilitate implementation of the plan. The purpose of the remainder of this section of the management plan is to explore and articulate these conditions. Topics are organized under the following headings: (1) general assumptions underlying the management plan; (2) role of the steering committee; (3) role of the working groups; (4) program evaluation and plan modification; (5) public relations activities; and (6) resource allocation and management.

General Underlying Assumptions

Many different approaches have been used over the years in attempts to accomplish long range planning and policy development. Four different approaches are reviewed here briefly, in order to provide a context for understanding the approach that is being adopted for this plan. These four approaches might be characterized as centralized administrative planning, legislative mandate, decentralized participatory planning, and centralized participatory planning.

Centralized administrative planning. This is by far the most commonly used approach, in which planning and policy development responsibilities are assumed by an agency's top level administrators. Input from the agency's other employees or the consumers of its services may or may not be sought and considered in the decision-making process. The rules and regulations that emerge as embodiments of policy are sometimes viewed as arbitrary or unreasonable by those who have not participated, or have participated only minimally, in the decision-making process. Attempts to enforce compliance, under such circumstances, will often result in conflict among administrators, supervisors and supervisees. Very often the supervisors are caught in a bind, serving as representatives of a policy which they themselves have had little opportunity to influence. Compliance monitoring for PL 94-142 serves as a good example of this model.

Legislative mandate. Most public service programs are both authorized and funded by state and/or Federal legislation. The presumed intent of

legislation is to provide opportunity for addressing publicly determined priorities, leaving procedures and problems of administration for the agencies to work out through the development of regulations. The legislative process, however, can also be used effectively to dominate policy development. Authorizing legislation can be made more and more restrictive, and appropriations can be earmarked for very specific purposes. When this occurs, agency administrators often feel compromised and in conflict with those who have lobbied effectively with the legislators. The response of administrators in such instances is likely to be passive resistance, to the extent this is achievable without producing further negative consequences. On the other hand, when agency administrators are involved in the structuring of new legislation, its successful passage becomes a powerful stimulus for effective policy development. Many examples of both types of legislative event could be cited. In either case, the direction of policy development is downward from the top. The consequences of this approach are often similar to those emerging from centralized administrative planning. Active or passive resistance is commonly offered by those who have not participated in the decision-making process.

Decentralized participatory planning. Participatory planning is a concept that has become fairly popular over the past 15 years. In its most general sense, this term refers to the involvement of as many constituencies as possible in the development of policy which affects these constituencies. The idea is to extend involvement in the planning process, which then results in a sense of shared ownership of the plan that evolves. Decentralized versions of this model treat all members of the consortium as equal

partners, with no member being designated as ultimately responsible for plan management and evaluation. Unless such a consortium has regulatory power along with designated resources to facilitate such power, the products of their planning efforts are often ignored. As an example of this problem, some state developmental disabilities councils have found themselves to be functioning in such an emasculated manner.

Centralized participatory planning. This model is similar to the decentralized approach, with one major exception. Even though widespread participation is required for policy development, there is a centralized chain of command in place for decision-making, within the administrative structure of a designated agency which has ultimate responsibility for policy development and implementation. This type of model is embedded within the procedures that are being suggested in this document.

In this particular project, the chain of command involves working groups reporting to the steering committee, which in turn advises the Oregon Department of Education (ODE). The ODE has final authority in all matters related to ultimate policy articulation and implementation with respect to this long-range plan. The steering committee and working groups, however, are meant to be representative of the major constituencies that will be affected by the implementation of the plan. The ODE delegates substantial responsibility to these groups to assist in the articulation of specific objectives, to propose tasks and activities for achieving objectives, and to monitor progress toward achieving the objectives. Furthermore, it is anticipated that these groups will occasionally propose modifications of objec-

tives, tasks and activities in response to evaluation findings and new opportunities that will emerge over time.

It is important to point out that the ODE's authority in this statewide initiative does not infringe upon the responsibility and authority of local school districts to manage their own programs. Except in such instances where new Oregon Administrative Rules might emerge as an outcome of appropriate legislative activities, the outcomes and products of the statewide initiative will be offered to, rather than required of, local programs.

Role of the Steering Committee

The steering committee plays a very important role in this type of management model. Since responsibilitly without authority has been delegated by the ODE, the steering committee does not function exactly like a board of directors. Even without such authority, the members of this committee are still thoroughly involved in all aspects of plan development and implementation. There may be times, however, when the advice of the committee cannot be accepted, and in such instances, the ODE retains ultimate responsibility for decisions.

Membership. The initial membership of this committee, as described above, will be maintained. This includes the following people:

- Ray Rothstrom, chairer — ODE, Special Education
- Patricia Ellis — ODE, Special Education
- Robert Siewert — ODE, Special Education

- David Backman	ODE, Vocational Education
- Cheron Mayhall	Oregon Coalition for Parent Education
- Roz Slovic	Parent's Graduation Alliance
- Jane Steiner	Western Regional Resource Center
- Gene Edgar	consultant, University of Washington
- Andrew Halpern	consultant, University of Oregon

In addition, the 5 chairers of the working groups have been added to the steering committee. This provides a mechanism for enhancing communication between the working groups and the steering committee. The chairers are:

- Frank Ellis, Curriculum	Bend School District
- Diana Lett, Transition	Parent
- Joe Weiss, Coordination	Lebanon School District
- Lee Zundel, Documentation	Marion Educational Services District
- Patricia Munkres, Training and Certification	Oregon Teachers Standards and Practices Commission

Responsibilities. There are six basic responsibilities of the steering committee. First and foremost, the committee is charged to advise the ODE on all matters of statewide policy that pertain to secondary special-education in Oregon. Clear examples of this responsibility are the committee's activities that have already occurred in the development of the policy plan as well as this management document. Other tasks, problems and issues that relate to policy will be placed before this committee as circumstances dictate such actions.

The second responsibility of the steering committee is to assist the ODE in structuring, supporting, monitoring and evaluating the activities of the working groups. The central goal of these activities will be to encourage and facilitate productivity and success within the working groups. Procedures, documentation and timelines will be coordinated by the steering committee, so that information derived from working groups can be combined into a useful and integrated whole.

Related to this responsibility of assisting the working groups, the steering committee selects the chairers of each working group. Criteria for selection include expertise in appropriate content areas, leadership ability and the earned respect of other working group members, ability to function well within the broader context of the entire plan, and willingness to give the extra time that will be needed to serve on the steering committee.

There will be no more important responsibility of the steering committee than finding appropriate and sufficient resources to support the implementation of the plan. These resources include good ideas, and the funds that are necessary for staff and operating expenses to implement the ideas. The steering committee must be helpful in both identifying and securing these resources.

Evaluation of the plan's impact is the fifth responsibility of the steering committee. At one level, this is accomplished by evaluating the productivity and accomplishments of the working groups. There is another more important dimension of evaluation, however, that must also be

addressed. The ultimate impact of the plan's implementation can only be evaluated from the perspective of any improvements that accrue to students and their families who are the presumed beneficiaries of the plan. This can only be evaluated from the findings of well designed follow-up and follow-along studies of students who graduate from Oregon's high schools before and after plan implementation. Designing such studies, and then securing funds for their implementation, is a major responsibility of the steering committee.

The final major responsibility of the steering committee is the design and implementation of a series of timely and useful public relations activities. There are several reasons for engaging in such activities, including making the public aware of new initiatives, building a foundation for legislative support, and providing regular feedback on project opportunities and accomplishments to various constituencies in order to solidify both their participation and support of the project's activities. If such feedback is not provided regularly, it is likely that the intended beneficiaries of the plan will quickly lose interest in the activities of the project.

The steering committee, obviously, requires the support of professional staff in order to fulfill these responsibilities effectively. In order for committee members to provide advice on important issues, someone must gather and organize information that elucidates the issues. Staff time will also be needed to identify possible resources, and then write grants or other proposals to secure the resources. Program evaluation will require considerable effort, both coordinating the activities of the working groups and

helping to facilitate any longitudinal follow-up and follow-along studies that may be implemented. Finally, it will be important for someone to facilitate steering committee input into any public relations program that may be adopted. The implementation of all of these roles effectively will require a fulltime staff coordinator, plus some additional staff support.

Role of the Working Groups

Each working group functions like a board of directors with respect to its own area of concern. Such responsibilities are delegated by the steering committee, which in turn is responsible to the ODE. Support for the activities of the working groups is provided directly by the ODE, and includes the following components:

- permanent staff, who will do whatever work is necessary to facilitate progress between regularly scheduled meetings.
- financial support to pay for meetings of the working groups on a monthly or bi-monthly basis.
- funds to support contracts that will be solicited by the working groups to accomplish the objectives of the plan, subject to steering committee and ODE approval.

Within the fiscal constraints that govern the magnitude of this support, working groups have three basic responsibilities and roles to fulfill. Using the existing set of objectives, tasks and activities as a

starting point, one responsibility of the working groups is to suggest modifications of their plans whenever such modifications are appropriate. Procedures will be developed for periodically reviewing the plan, reaffirming whatever is still desirable, and revising, eliminating or replacing whatever has become outmoded, subject to the approval of the steering committee. Such changes should not be made capriciously, but the procedures will be there to prevent any given plan from becoming "locked in stone".

Another responsibility of the working groups is to develop specific timelines and procedures for accomplishing objectives, tasks and activities. Although the statements contained in the plan are fairly detailed, there is still substantial room for alternative proposals to be developed concerning specific plans for implementation. These "starting points" for contractual agreements are presented in the color-coded pages of each subsequent section of this manual. The specific contracts that emerge from these proposals will be implemented between January, 1986 and May, 1987. The ramaining objectives, tasks and activities for each working group will be developed into contract proposals at a later point in time.

The final responsibility of each working group is to monitor and evaluate its own progress toward achieving the objectives, tasks and activities that are within its domain of influence. Structure and support for this activity will be provided by the steering committee, which is responsible for evaluating the collective accomplishments of all the working-groups.

Program Evaluation and Plan Modification

Since program evaluation is an important activity of both the steering committee and the working groups, some additional guidelines are offered here to describe the nature and purposes of such evaluations. Both "outcome" and "process" approaches to evaluation must be designed and implemented.

The most important of these two approaches is an outcome evaluation of the plan's impact on the lives of students and their families. This will require designing and implementing both follow-up and follow-along studies, beginning with a documentation of high school activities and transitional services, and continuing to monitor at least several years of post-school adjustment, with an appropriate sample of respondents. This type of evaluation will provide the ultimate measure of the plan's impact on secondary special education.

In addition to outcome evaluation, there are three purposes for conducting process evaluations which monitor progress in actual implementation of the plan. Public accountability is one such purpose. On at least an annual basis, a report will be developed which summarizes accomplishments to date and describes plans for the next year. This report will be submitted to the Oregon Department of Education, but also made available to any of the constituencies who have participated in the development of the plan and are affected by its impact.

The enhancement of public relations is a second and related purpose of process evaluation. Assuming that there is some good news to report, this news will be made available in a timely and appropriate manner to the general public as well as the constituencies that are affected by the plan. In order to assure the timeliness of such activities, it will be necessary to conduct evaluations on a regular and frequent basis, rather than once a year. This will make information available while it is still fresh and interesting.

The third major purpose of evaluation is to provide an empirical foundation for periodic revision of the plan. Some activities will be more successful than others, and some may not work at all. This type of information will be very helpful in guiding us toward successful ventures and away from those that are less succesful.

In order for all of this to occur, great care must be taken in the design and implementation of evaluation activities, within whatever constraints are imposed by fiscal limitations. Uniform formats for collecting information across working groups will have to be explored and eventually chosen. Data management procedures will need to be identified and supported. Formats for presenting data in reports must be determined, keeping in mind the ability of intended audiences to interpret data that are presented in one format or another. Once formats are selected, appropriate methods of data analysis must also be identified which generate findings that are appropriate to the intended formats of presentation. Finally, a schedule

of report writing must be articulated that is consistent with all of the constraints mentioned above.

Obviously, program evaluation activities for both process and outcome evaluation will require a substantial amount of effort to implement effectively. This, then, becomes another issue for resource identification and allocation.

Public Relations Activities

Public relations is another responsibility of the steering committee that has implications for resource allocation. As mentioned above, this type of activity is likely to be a very important catalyst for maintaining enthusiasm and support for the plan during its implementation. There are at least three purposes for engaging in public relations activities: (1) to inform people of the plan, and generate public enthusiasm and political support for its implementation; (2) to demonstrate regular progress toward implementing the plan; (3) to provide all constituencies (teachers, administrators, parents, etc.) with useful outcomes of plan implementation on a regular basis.

A wide variety of techniques will be employed to enhance public relations. At well-timed and appropriate intervals, newspaper articles and radio or television spots will be utilized to publicize planning efforts and to report significant accomplishments. For more in-depth publicity, presentations will be developed for use at appropriate public and profes-

sional forums. Annual reports will be prepared carefully and thoughtfully, keeping in mind the intended audiences and making liberal use of dramatic graphic presentations.

Finally, it will be very useful to prepare and distribute a monthly or bi-monthly newsletter that would be sent to parents, teachers, school administrators, and representatives of adult service agencies and advocacy groups who are participants in our efforts. Such a newsletter will not only keep people informed of working group activities and outcomes, but will also serve as a clearinghouse for other information from the field and as a mechanism for enhancing networking within the field. It may also be possible and desirable to make regular contributions to the newsletters of other appropriate agencies and organizations.

Implementation of an effective program of public relations will obviously require a significant allocation of resources, if the job is to be done properly. These resources include staff to do the work as well as materials and postage to distribute the products. The entire issue of resource allocation and management is discussed next in greater detail.

Resource Allocation and Management

Implementation of the management plan outlined above will obviously require both a substantial amount of resources along with well designed procedures to manage these resources effectively. The ODE is ultimately responsible for resource procurement and management, with the steering

committee providing assistance and advice. Four topics must be carefully addressed in order to make effective decisisions about resource allocation and management: (1) documentation of basic needs; (2) identification of funding sources; (3) development of procedures for distributing resources; and (4) development of procedures for establishing contracts.

Basic needs. Resources are required both to implement specific objectives of the plan, and to support the activities of the working groups and steering committee as the plan is developed and managed. For both purposes, it will be useful to identify and secure funding in order to undertake the following specific necessary functions:

- project coordination: ODE staff
- working group facilitation: ODE staff
- program evaluation: grant or contract
- public relations: ODE staff or contract

Other staff and contracts would be added only if the need arises and appropriate resources can be identified and secured.

Implementation of the plan's objectives can only occur through the procurement of supplemental funds to support contracts for the implementation of specific tasks and activities. The color-coded pages of subsequent sections of this manual suggest guidelines for developing requests for proposals to support a series of implementation contracts.

In addition to these core staff and contractual needs, some funds will be required for non-personnel expenses to support the core staff, the steer-

ing committee, and the working groups. Budgets for such purposes will be developed annually.

Funding sources. At this point in time, the project coordination and working group facilitation tasks have been assigned to existing staff of the Special Education and Student Services Divisions of the ODE. Other core functions of the project, mentioned as basic needs above, will be contracted or assigned if supplemental sources of funds can be identified and secured.

Potential funding sources have also been identified for supporting the contracts being proposed by the working groups. Negotiations to secure these funds will occur during November and December, 1985.

Funding sources have not yet been secured for the program evaluation and public relations activities described above. Attempts will be made to obtain Federal grants and contracts for these purposes.

Procedures for allocating resources. Although the ODE is ultimately responsible for all decisions concerning the allocation of resources, both the steering committee and working groups will participate in these decisions. Proposals for contracts usually originate within the working groups, as recently occurred during the working group meeting of October 22, 1985. These proposals are then submitted to the steering committee, which evaluates the collection of proposals from the perspective of total needs across working groups and total available resources. The steering committee then makes its recommendations to the ODE before a final decision is made.

Procedures for establishing contracts. The procedures for establishing contracts will differ slightly, depending on whether the purpose of the contract is plan implementation or plan management. In the former case, both the working groups and the steering committe will be involved in the decision-making process about which contracts to support. In the latter case, only the steering committee will be involved.

The general procedures that relate to both type of contract are concerned with the technicalities of producing any contract document, once the basic issues have been resolved. These basic issues include:

- maximum length of time
- maximum amount of money
- matching requirements, if any
- criteria for evaluating the quality of proposals
- eligibility requirements
- format requirments for developing the contract

Once requests for proposals are developed, the ODE is responsible for identifying appropriate contractors. The steering committee and\or the working groups will then maintain close and regular contact with the contractor(s) as the work is being done.

Overview of the Remaining Sections

The remainder of this management document presents the specific objectives, tasks and activities that have been developed by each working group

as a means of implementing the statewide policy for improving secondary special education in Oregon. The first part (white pages) of each section presents an overview of all the objectives and tasks that have been developed thus far. This part of each section should be studied first, in order to gain an appreciation of how the plan for each working group fits into an integrated whole. The second part (color-coded pages) of each section presents an outline for developing specific contracts to implement some of the plan's tasks and activities over a 17 month period beginning in January, 1986. This outline will be used to identify funding sources and also generate specific requests for proposals for contractors to do the work. The third part (white pages) of each section presents the remaining tasks and activities that were adopted by the working groups but have not yet been structured as potential contracts. Such structuring will occur at a later point in time, after the outcomes of initial efforts have been accomplished and evaluated.

Curriculum Working Group

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CURRICULUM WORKING GROUP

OVERVIEW OF OBJECTIVES AND TASKS

Objective #1: Identify a set of learning objectives and competencies called Specialized Knowledge and Skills for students with disabilities, taking into consideration the needs of students with both mild and severe disabilities.

- Task: #1: Develop an operational definition of Specialized Knowledge and Skills to be incorporated into State Board of Education's Plan for Excellence.
- Task #2: Identify and evaluate the learning objectives, instructional procedures, and student competencies that address each major component of the operational definition.
- Task #3: Establish scope and sequence priorities for the learning objectives, instructional procedures and student competencies.
- Task #4: Develop and conduct one Statewide Conference for state level policy makers and six Regional Conferences for local service providers, students, families, and any other appropriate people, using the outcomes of Tasks 1-3. The Conferences will be conducted in conjunction with those of the other Working Groups.

Objective #2: Identify and evaluate appropriate assessment procedures for measuring Specialized Knowledge and Skills of students with disabilities.

- Task #1: Identify and evaluate existing assessment procedures for measuring Specialized Knowledge and Skills of students with disabilities.
- Task #2: Identify any gaps where satisfactory assessment procedures do not exist.
- Task #3: Develop appropriate assessment procedures for filling the gaps identified.

Objective #3: Identify and evaluate appropriate curriculum materials and teaching practices that address the competencies which have been identified as Specialized Knowledge and Skills.

- Task #1: Identify and evaluate current curricular materials that address the learning objectives specified as outcome of Objective #1.
- Task #2: Identify and evaluate current teaching practices that address the learning objectives specified as an outcome of Objective #1.
- Task #3: Identify gaps in current curricula and teaching practices.
- Task #4: Stimulate development of new approaches where gaps exist.

Objective #4: Develop a dissemination plan which incorporates the outcomes and products of the first three objectives.

Task #1: Develop an awareness plan to inform the community about the Specialized Knowledge and Skills as a component of the high school curriculum.

Task #2: Prepare an implementation manual for school district personnel which addresses the learning objectives, assessment methods, curriculum materials and teaching practices within the domain of Specialized Knowledge and Skills.

Task #3: Develop a plan for conducting inservice training on the manual in Oregon school districts.

Task #4: Disseminate the manual to Oregon school districts in a manner to maximize impact.

Task #5: Evaluate the impact of the manual and inservice training.

CURRICULUM WORKING GROUP

TIME/TASK ANALYSES THROUGH MAY 1987

Objective #1: Identify a set of learning objectives and competencies called Specialized Knowledge and Skills for students with disabilities, taking into consideration the needs of students with both mild and severe disabilities.

Task: #1: Develop an operational definition of Specialized Knowledge and Skills to be incorporated into State Board of Education's Plan for Excellence.

Activities:	Timeline:	Responsibility:
1. Develop a proposed definition for review and comment, after surveying members of the Curriculum Working group for their opinions.	Jan. 86	Contractor
2. Identify a sample of SEA personnel, LEA personnel, university special educators, parents, and people with disabilities to serve as reviewers of the proposed definition.	Jan. 86	Contractor/ Working Group
3. Develop an instrument to be used for review and comment of the proposed definition.	Jan. 86	Contractor
4. Send the proposed definition to the sample that has been identified as an outcome of activity 2 for review and comment.	Jan. 86	Contractor
5. Integrate the field reactions into a revised definition and submit the definition to the Working Group	Feb. 86	Contractor/ Working Group
6. Send the revised definition to the Steering Committee for approval	Feb. 86	Working Group
7. Forward revised definition to the State board and seek inclusion in State Plan for Excellence.	Feb. 86	Steering Committee

Task #2: Identify and evaluate the learning objectives, instructional procedures and student competencies that address each major component of the operational definition.

Activities:	Timeline:	Responsibility:
1. Identify major components of the approved definition, and conduct a thorough review of existing curriculum materials that address each component of the definition.	Feb. 86	Contractor
2. Generate learning objectives, instructional procedures and student competencies that address each component, taking into consideration the outcomes of the literature review.	Feb. 86	Contractor
3. Submit the components, learning objectives, instructional procedures and student competencies to the Working Group for review and comment.	Mar. 86	Contractor/ Working Group
4. Revise the components, learning objectives and competencies, based on feedback from the Working Group.	Mar. 86	Contractor
5. Identify a sample of vocational counselors, employers, group home supervisors, and adult service providers to augment the sample identified under Task 1, Activity 2.	Apr. 86	Contractor/ Working Group
6. Develop an instrument to be used for review and comment of the proposed learning objectives, instructional procedures and student competencies.	Apr. 86	Contractor
7. Send proposed learning objectives, instructional procedures and learning competencies to the same people identified in Activity 5 for review and comment.	Apr. 86	Contractor
8. Integrate the field reactions into a report form and submit to the Working Group for review and comment.	Apr. 86	Contractor/ Working Group
9. Send the revised learning objectives, instructional procedures and student competencies to the Steering Committee for approval.	May 86	Working Group

Task #3: Establish scope and sequence priorities for the learning objectives, instructional procedures and student competencies.

Activities:	Timeline:	Responsibility:
1. Develop a proposed set of scope and sequence priorities of learning objectives, instructional procedures and student competencies for review and comment.	May 86	Contractor
2. Develop an instrument to be used for review and comment of the proposed priorities.	May 86	Contractor
3. Submit the proposed priorities for review and comment to the Working Group.	May 86	Contractor/ Working Group
4. Send the proposed priorities for review and comment to the same sample that participated in Task One.	May 86	Contractor
5. Integrate the field reactions in a report form and submit to the Working Group for review and comment.	Jun. 86	Contractor/ Working Group
6. Send the revised priorities to the Steering Committee for approval.	Jun. 86	Working Group

Objective #1: Identify a set of learning objectives and competencies called Specialized Knowledge and Skills for students with disabilities.

Task #4: Develop and conduct one Statewide Conference for state level policy makers and six Regional Conferences for local service providers, students, families, and any other appropriate people, using the outcomes of Tasks 1-3. The Conference will be conducted in conjunction with those of the other Working Groups.

Activities:	Timeline:	Responsibility:
1. Develop plans for the conferences, including locations, participants, program length and design, and objectives.	June 86	Contractor/ Steering Committee
2. Develop conference agenda, materials and presentations, using outcomes of Tasks 1-3.	June-Aug. 86	Contractor
3. Manage all logistics for all the conferences.	June-Sep. 86	Contractor
4. Conduct Statewide Conference for state level policy makers.	Aug. 86	Contractor
5. Conduct six Regional Conferences for local service providers, students, families, and other appropriate people.	Nov. 86	Contractor
6. Write a report describing the results of each Conference and submit the reports to the Steering Committee.	Dec. 86	Contractor/ Steering Committee

Objective #2: Identify and evaluate appropriate assessment procedures for measuring Specialized Knowledge and Skills of students with disabilities.

Task #1: Identify and evaluate existing assessment procedures for measuring Specialized Knowledge and Skills of students with disabilities.

Activities:	Timeline:	Responsibility:
1. Conduct a literature review of assessment procedures and materials currently available.	Oct. 86	Contractor
2. Develop a rating system for evaluating the procedures and materials that have been located.	Nov. 86	Contractor
3. Present rating system to Working Group for review and comment.	Nov. 86	Contractor/ Working Group
4. Obtain existing procedures.	Nov. 86	Contractor
5. Rate procedures in terms of their relevance and quality.	Dec. 86	Contractor
6. Construct results of ratings into report form and submit it to the Working Group for review and comment.	Dec. 86	Contractor/ Working Group
7. Prepare revised report and submit to Steering Committee for approval.	Dec. 86	Contractor/ Working Group

Task #2: Identify any gaps where satisfactory assessment procedures do not exist.

Activities:	Timeline:	Responsibility:
1. Compare existing assessment procedures and materials to identified Specialized Knowledge and Skill competencies.	Jan. 87	Contractor

Activities:	Timeline:	Responsibility:
2. Identify competencies for which assessment materials exist.	Jan. 87	Contractor
3. Identify competencies for which high quality assessment materials do not exist.	Jan. 87	Contractor
4. Construct results into report form and submit it to the Working Group for review and comment.	Jan. 87	Contractor/ Working Group

Objective #3: Identify and evaluate appropriate curriculum materials and teaching practices that address the competencies which have been identified as Specialized Knowledge and Skills.

Task #1: Identify and evaluate current curricular materials that address the learning objectives specified as an outcome of Objective #1.

Activities:	Timeline:	Responsibility:
1. Conduct a review of current exemplary curricular materials.	Feb. 87	Contractor
2. Produce a report that contains a review of relevant materials.	Mar. 87	Contractor
3. Submit the report to the Working Group for review and comment.	Mar. 87	Contractor/ Working Group
4. Prepare revised report and submit to Steering Committee for approval.	Mar. 87	Contractor/ Working Group

Task #2: Identify and evaluate current teaching practices that address the learning objectives specified as an outcome of Objective #1.

Activities:	Timeline:	Responsibility:
1. Conduct a review of current exemplary teaching practices.	Feb. 87	Contractor
2. Produce a report that evaluates these teaching practices.	Mar. 87	Contractor
3. Submit the report to the Working Group for review and comment.	Mar. 87	Contractor/ Working Group
4. Prepare revised report and submit to Steering Committee for approval.	Mar. 87	Contractor/ Working Group

Task #3: Identify gaps in current curricula and teaching practices.

Activities:	Timeline:	Responsibility:
1. Match the curriculum materials and teaching practices identified through Tasks 1 and 2 with the learning objectives and competencies that comprise Specialized Knowledge and Skills.	Apr. 87	Contractor
2. Identify discrepancies between what is available and what is needed.	Apr. 87	Contractor
3. Identify one or more dissemination formats that are appropriate for presenting the outcomes of this analysis.	Apr. 87	Contractor/ Working Group
4. Prepare a report from this analysis into one or more formats that are useful for dissemination.	May 87	Contractor

Activities:	Timeline:	Responsibility:
5. Submit the report(s) to the Working Group for review and comment.	May 87	Contractor/ Working Group
6. Prepare the revised report(s) and submit them to the Steering Committee for approval.	May 87	Working Group

CURRICULUM WORKING GROUP

OBJECTIVES/TASKS/ACTIVITIES AFTER MAY 1987

Objective #2: Identify and evaluate assessment procedures for measuring Specialized Knowledge and Skills of students with disabilities.

Task #3: Develop appropriate assessment procedures for filling the gaps identified.

Activities:

1. Generate RFP's for development of appropriate assessment materials and procedures concerning those competencies for which no satisfactory assessment materials exist.

2. Appoint RFP review committee.

3. Select contractor.

4. Monitor work of contractor in assessment development.

5. Put products of contractor into report form, with products attached.

Objective #3: Identify and evaluate appropriate curriculum materials and teaching practices that address the competencies which have been identified as Specialized Knowledge and Skills.

Task #4: Stimulate development of new approaches where gaps exist.

Activities:

1. Develop and implement a contract for producing curriculum materials and/or improving instructional procedures.

2. Appoint a committee to do specific activities that are achievable on a volunteer basis.

3. Develop a computerized data base which will identify appropriate materials that can be specified for individual students during the IEP process.

Objective #4: Develop a dissemination plan which incorporates the outcomes and products of the first three objectives.

Task #1: Develop an awareness plan to inform the community about the Specialized Knowledge and Skills as a component of the high school curriculum.

Activities:

1. Appoint an awareness committee to develop a plan to inform media, School Board Associations, COSA and other groups about Specialized Knowledge and Skills.

2. Develop an action plan and timeline for implementation.

Task #2: Prepare an implementation manual for school district personnel which addresses the learning objectives, assessment methods, curriculum materials and teaching practices within the domain of Specialized Knowledge and Skills.

Activities:

1. Develop RFP for preparing the manual and select the contractor. Contractor compiles the manual for review by the Curriculum working group.

2. Curriculum working group reviews the document, and provides feedback to the contractor.

3. Contractor assembles the final manual.

Task #3: Develop a plan for conducting inservice training on the manual in Oregon school districts.

Activities:

1. Put out an RFP seeking creative inservice training plans.

2. Select a contractor.

3. Implement and monitor the contract.

Task #4: Disseminate the manual to Oregon school districts in a manner to maximize impact.

Activities:

1. Identify and evaluate alternative methods of dissemination.,

2. Utilize one or more appropriate methods for disseminating the manual.

Task #5: Evaluate the impact of the manual and inservice training.

Activities:

1. Appoint an Evaluation Task Force.

2. Identify quality indicators of dissemination and utilization of the manual and the inservice training programs.

3. Design one or more evaluation studies.

4. Implement the evaluation studies.

5. Compile results into report form.

6. Present results to the Steering Committee.

Coordination Working Group

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COORDINATION WORKING GROUP

OVERVIEW OF OBJECTIVES AND TASKS

Objective #5: Identify good practices within school districts for providing vocational education/occupational preparation and academic opportunities to students in both mainstream and segregated classes for students with disabilities.

Task: #1: Establish the criteria and procedures for identifying exemplary practices in vocational education and occupational preparation for students with disabilities.

Task #2: Establish the criteria and procedures for identifying exemplary practices in academic education for students with disabilities.

Task #3: Establish the criteria and procedures for identifying exemplary coordination practices among special education, vocational education, regular academic education, and appropriate community agencies.

Task #4: Utilize the products from Tasks 1, 2, and 3 to identify and describe exemplary programs.

Task #5: Develop and conduct one Statewide Conference for state level policy makers and six Regional Conferences for local service providers, students, families, and any other appropriate people, using the outcomes of Tasks 1-4. The Conferences will be conducted in conjunction with those of the other Working Groups.

Objective #6: Explore and develop new and effective models for providing vocational education/occupational preparation and academic opportunities to students with disabilities.

Task #1: Develop one or more possible new models, incorporating a literature review of programs outside of Oregon and also building on the outcomes of Objective 5, Task 4.

Task #2: Field test and evaluate one or more new models.

Objective #7: Identify strategies for utilizing all available resources (i.e., Perkins Act, PL 94-142, JTPA, Foundations, Districts resources) for providing vocational education/occupational preparation and academic opportunities to students with disabilities.

Task #1: Compile an annual resource guide of available resources.

Task #2: Identify and compile a list of exemplary programs that have creatively used available resources.

Objective #8: Prepare and disseminate information about good practices, new models and strategies for utilizing available resources.

Task #1: Develop dissemination strategies.

Task #2: Implement and evaluate the dissemination strategies.

Objective #9: Conduct inservice/adoption activities about good practices (Objective 5), new models (Objective 6), and strategies for utilizing available resources (Objective 7).

Task #1: Develop inservice/adoption strategies.

Task #2: Implement and evaluate inservice/adoption strategies.

COORDINATION WORKING GROUP

TIME/TASK ANALYSES THROUGH MAY 1987

Objective #5: Identify good practices within school districts for providing vocational education and occupational preparation and academic opportunites to students in both mainstream and segregated classes for students with disabilities.

Task #1: Establish the criteria and procedures for identifying exemplary programs and practices in vocational education and occupational preparation for students with disabilities.

Activities:	Timeline:	Responsibility:
1. Develop a set of indicators for identifying exemplary programs and practices.	Jan. 86	Contractor
2. Develop a set of procedures for identifying exemplary programs and practices.	Jan. 86	Contractor
3. Submit the indicators and procedures to the Working Group for review and comment.	Feb. 86	Contractor/ Working Group
4. Submit the indicators and procedures to the Steering Committee for approval.	Feb. 86	Working Group
5. Select an appropriate sample of school district personnel and other appropriate people to serve as field reviewers.	Feb. 86	Contractor/ Working Group
6. Design an instrument for reviewing indicators and procedures.	Feb. 86	Contractor
7. Submit the indicators and procedures to an appropriate field review.	Feb-Mar. 86	Contractor

Activities	Timeline:	Responsibility:
8. Revise the indicators and procedures, based on outcomes of the field review, and submit the revisions to the Working Group.	Apr. 86	Contractor/ Working Group
9. Send the final revision to the Steering Committee for approval.	Apr. 86	Working Group

Task #2: Establish the criteria and procedures for identifying exemplary programs and practices in academic education for students with disabilities.

Activities:	Timeline:	Responsibility:
1. Develop a set of indicators for identifying exemplary programs and practices.	Jan. 86	Contractor
2. Develop a set of procedures for identifying exemplary programs and practices.	Jan. 86	Contractor
3. Submit the indicators and procedures to the Working Group for review and comment.	Feb. 86	Contractor/ Working Group
4. Submit the indicators and procedures to the Steering Committee for approval.	Feb. 86	Working Group
5. Select an appropriate sample of school district personnel and other appropriate people to serve as field reviewers.	Feb. 86	Contractor/ Working Group
6. Design an instrument for reviewing indicators and procedures.	Feb. 86	Contractor
7. Submit the indicators and procedures to an appropriate field review.	Feb-Mar. 86	Contractor

Activities	Timeline:	Responsibility:
8. Revise the indicators and procedures, based on outcomes of the field review, and submit the revisions to the Working Group.	Apr. 86	Contractor/ Working Group
9. Send the final revision to the Steering Committee for approval.	Apr. 86	Working Group

Task #3: Establish the criteria and procedures for identifying exemplary coordination practices among special education, vocational education, regular academic education, and appropriate community agencies.

Activities:	Timeline:	Responsibility:
1. Develop a set of indicators for identifying exemplary programs and practices.	Jan. 86	Contractor
2. Develop a set of procedures for identifying exemplary programs and practices.	Jan. 86	Contractor
3. Submit the indicators and procedures to the Working Group for review and comment.	Feb. 86	Contractor/ Working Group
4. Submit the indicators and procedures to the Steering Committee for approval.	Feb. 86	Working Group
5. Select an appropriate sample of school district personnel and other appropriate people to serve as field reviewers.		Contractor/ Working Group
6. Design an instrument for reviewing indicators and procedures.	Feb. 86	Contractor
7. Submit the indicators and procedures to an appropriate field review.	Feb. 86	Contractor

Activities	Timeline:	Responsibility:
8. Revise the indicators and procedures, based on outcomes of the field review, and submit the revisions to the Working Group.	Apr. 86	Contractor/ Working Group
9. Send the final revision to the Steering Committee for approval.	Apr. 86	Working Group

Task #4: Utilize the products from Tasks 1, 2 and 3 to identify and describe exemplary programs.

Activities:	Timeline:	Responsibility:
1. Develop a list of programs and persons to survey.	Mar. 86	Contractor/ Working Group
2. Conduct the survey, using instruments that incorporate the outcomes of Tasks 1, 2 and 3.	Apr.-May 86	Contractor
3. Analyze and summarise the findings, in formats that are suitable for dissemination, and submit to Working Group for review and comment.	Feb. 86	Contractor/ Working Group
4. Conduct on-site visitations of the best programs, in order to understand and document further their exemplary characteristics.	May-Jun. 86	Contractor
5. Prepare descriptions of exemplary programs, in formats that are suitable for dissemination, and submit to the Working Group for review and comment.	Jun-July 86	Contractor/ Working Group
6. Send the final revisions to the Steering Committee for approval.	July 86	Working Group

Objective #5: Identify good practices within school districts for providing vocational education/ occupational preparation and academic opportunities to students in both mainstream and segregated classes for students with disabilities.

Task #5: Develop and conduct one Statewide Conference for state level policy makers and six Regional Conferences for local service providers, students, families, and any other appropriate people, using the outcomes of Tasks 1-4. The Conferences will be conducted in conjunction with those of the other Working Groups.

Activities:	Timeline:	Responsibility:
1. Develop preliminary plans for the conferences, including locations, participants, program length and design, and objectives.	Jun. 86	Contractor/ Steering Comm.
2. Develop conference agenda, materials and presentations, using outcomes of Tasks 1-4.	Jun-Aug. 86	Contractor
3. Manage all logistics for all the conferences.	Jun-Sep. 86	Contractor
4. Conduct Statewide Conference for state level policy makers.	Aug. 86	Contractor
5. Conduct six Regional Conferences for service providers, students, families, and any other appropriate people.	Nov. 86	Contractor
6. Write a report describing the results of each Conference and submit it to the Steering Committee.	Dec. 86	Contractor/ Steering Comm.

Objective #6: Explore and develop new and effective models for providing vocational education/ occupational preparation and academic opportunities to students with disabilities.

Task #1: Develop one or more possible new models, incorporating a literature review of programs outside of Oregon and also building on the outcomes of Objective 5 of Task 4.

Activities:	Timeline:	Responsibility:
1. Conduct a literature review of programs outside of Oregon.	Oct-Nov. 86	Contractor
2. Develop one or more proposed new models, and submit to Working Group for review and comment.	Oct-Nov. 86	Contractor/ Working Group
3. Submit revised models to Steering Committee for approval.	Nov. 86	Working Group
4. Select an appropriate sample of school district personnel to serve as field reviewers.	Nov. 86	Contractor/ Working Group
5. Design an instrument for evaluating the proposed new models	Nov. 86	Contractor
6. Conduct the field reviews and prepare a report including recommendations.	Nov. 86-Jan. 87	Contractor
7. Submit the report to the Working Group for review and comment.	Jan. 87	Working Group
8. Submit the report to the Steering Committee for approval.	Jan. 87	Working Group

Task #2 Field test and evaluate one or more new models.

Activities:	Timeline:	Responsibility:
1. Develop procedures for selecting one or more new models (Objective 6, Task 1) to be field tested and evaluated.	Jan. 87	Contractor/ Working Group
2. Negotiate field testing with one or more school districts.	Sep. 86	Contractor
3. Implement and evaluate the field test(s).	Jan-Apr. 87	Contractor
4. Prepare descriptions of the field test outcomes, in formats that are suitable for dissemination, and submit to the Working Group for review and comment.	May 87	Contractor/ Working Group
5. Send the revised report to the Steering Committee for approval.	May 87	Working Group

COORDINATION WORKING GROUP

OBJECTIVES/TASKS/ACTIVITIES AFTER MAY 1987

Objective #7: Identify strategies for utilizing all available resources (i.e. Perkins Act, PL 94-142, JTPA, Foundations, Districts resources) for providing vocational education/occupational preparation and academic opportunities to students with disabilities.

Task #1: Compile an annual resource guide of available resources.

Activities:

1. Conduct literature review to identify all available resources.
2. Compile results of reviews into resource guide.
3. Repeat the process annually.

Task #2: Identify and compile a list of exemplary programs that have creatively used available resources.

Activities:

1. Develop a rating instrument for identifying exemplary programs.
2. Develop a list of programs to survey.
3. Conduct the survey and identify exemplary programs.
4. Compile list and descriptions of exemplary programs.

Objective #8: Prepare and disseminate information about good practices, new models and strategies for utilizing available resources.

Task #1: Develop dissemination strategies.

Activities:

1. Identify strategies for disseminating materials developed during implementation of Objectives 5, 6 and 7.
2. Schedule dissemination activities, utilizing the strategies identified as constrained for available resources.

Task #2: Implement and evaluate the dissemination strategies.

Activities:

1. Conduct the dissemination activities.

2. Identify criteria for evaluating the impact of dissemination.

3. Using the criteria identified, design and implement a study on the impact of dissemination.

4. Utilize the findings of this study to revise dissemination activities.

Objective #9: Conduct inservice/adoption activities about good practices (Objective 5), new models (Objective 6), and strategies for utilizing available resources (Objective 7).

Task #1: Develop inservice/adoption strategies.

Activities:

1. Identify and evaluate possible strategies for inservice training.

2. Select strategies to be implemented.

3. If one of the selected procedures involves contracting, develop procedures for establishing a contract.

Task #2: Implement and evaluate inservice/adoption strategies.

Activities:

1. Conduct training activities, according to the outcomes of Task 1.

2. Identify criteria for evaluating the impact of training.

3. Using the criteria identified, design and implement a study on the impact of training.

4. Utilize the findings of this study to revise training activities.

Transition Working Group

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TRANSITION WORKING GROUP

OVERVIEW OF OBJECTIVES AND TASKS

Objective #10: Identify effective working models of transitional services that are currently being provided within Oregon school districts.

- Task #1: Define and describe the characteristics of effective transitional services.
- Task #2: Identify programs and/or components of programs that demonstrate the characteristics of effective transitional services.
- Task #3: Describe the effective practices in transitional services that are currently being implemented by the identified programs.
- Task #4: Develop and conduct one Statewide Conference for state level policy makers and six Regional Conferences for local service producers, students, families, and any other appropriate people, using the outcomes of Tasks 1-3. The Conferences will be conducted in conjunction with those of the other Working Groups.

Objective #11: Identify procedures for the improvement in inter- and intra-agency collaboration in the development and implementation of an appropriate number and diversity of transition programs.

- Task #1: Describe the ideal role and function of each agency involved in the transition process.
- Task #2: Develop a set of recommended procedures for the delivery of effective transitional services.
- Task #3: Develop proposals for improving inter/intra-agency collaboration that focus on transition, taking into consideration the existing practices that have been documented as an outcome of Objective 10, as well as the outcome of Objective 11, Task 1.
- Task #4: Implement and evaluate at least one of the new proposals in an urban, suburban and rural setting.

Objective #12: Develop or enhance procedures for training all appropriate persons on their roles in the transition process.

- Task #1: Describe the ideal roles and functions necessary to facilitate the transition process.
- Task #2: Propose and evaluate procedures for training pertinent people to become effectively involved in the transition process.
- Task #3: Implement and evaluate training programs based on the outcomes of Tasks #1 and #2.

Objective #13: Improve pre-service training on good transitional programming for all service providers.

Task #1: Negotiate with professional preparation programs concerning the implementation of pre-service training that addresses transition issues.

Task #2: Evaluate the impact of newly negotiated approaches to pre-service training.

Objective #14: Develop and implement procedures for collecting and sharing data on the transition outcomes of special education students who leave school.

Task #1: Identify mechanisms of data generation and data sharing.

Task #2: Develop plans for achieving inter/intra-agency collaboration on data generation and sharing.

Task #3: Implement and evaluate at least one of the plans that have been developed in an urban, suburban and rural setting.

TRANSITION WORKING GROUP

TIME/TASK ANALYSES THROUGH MAY 1987

Objective #10: Identify effective working models of transitional services that are currently being provided within Oregon school districts.

Task #1: Define and describe the characteristics of effective transitional services.

Activities:	Timeline:	Responsibility:
1. Develop a list of goals and outcomes of effective transitional services (literature search, survey key people, analysis of Oregon studies).	Jan. 86	Contractor
2. Develop a list of service components in effective transition programs.	Jan. 86	Contractor
3. Develop an instrument to be used for review and comment of the proposed goals, outcomes and service components in effective transition programs.	Jan. 86	Contractor/ Working Group
4. Develop a list of pertinent people to serve as field reviewers in all subsequent activities.	Jan. 86	Contractor/ Working Group
5. Send the proprosed goals, outcomes, and service components to the people identified in Task 1, Activity 4 for review and comment.	Jan. 86	Contractor
6. Integrate field reactions into a revised list and submit to the Working Group for review and comment.	Feb. 86	Contractor/ Working Group
7. Submit revised list to Steering Committee for approval.	Feb. 86	Working Group

Task #2: Identify programs and/or components of programs that demonstrate the characteristics of effective transitional services.

Activities:	Timeline:	Responsibility:
1. Develop a rating instrument for identifying effective transitional programs in Oregon.	Feb. 86	Contractor
2. Develop a list of programs and persons to survey.	Feb. 86	Contractor
3. Submit the instrument and the list of programs and persons to the Working Group for review and comment.	Feb. 86	Contractor/ Working Group
4. Conduct the survey and identify effective transition programs in Oregon.	Mar. 86	Contractor
5. Write a report on the results of the survey, and submit it to the Working Group for review and comment.	Mar. 86	Contractor/ Working Group

Task #3: Describe the effective practices in transitional services that are currently being implemented by the identified programs.

Activities:	Timeline:	Responsibility:
1. Develop site review procedures for evaluating good transitional programs, and submit the procedures to the Working Group for review and comment.	Mar. 86	Contractor/ Working Group
2. Select a sample of effective transition programs for site reviews, utilizing information obtained through Task 2.	Mar. 86	Contractor/ Working Group
3. Use the procedures identified in Task 3, Activity 1 to describe and evaluate the services being provided in effective transition programs that have been identified.	Apr. 86	Contractor

Activities:	Timeline:	Responsibility:
4. Identify needed services not yet found in Oregon.	Apr. 86	Contractor/ Working Group
5. Summarize best practices of the effective transition programs that have been identified, as well as services that are still needed, and submit a report to the Working Group for review and comment.	May 86	Contractor/ Working Group
6. Submit revised report to the Steering Committee for approval.	June 86	Working Group

Objective #10: Identify working models of transitional services that are currently being provided within Oregon school districts.

Task #4: Develop and conduct one Statewide Conference for state level policymakers and six Regional Conferences for local service providers, students, families, and other appropriate people, using the outcomes of Tasks 1-3. The Conferences will be conducted in conjunction with those of the other Working Groups.

Activities:	Timeline:	Responsibility:
1. Develop preliminary plans for the conferences, including locations, participants, program length and design, and objectives.	June 86	Contractor/ Steering Comm.
2. Develop Conference agenda, materials and presentations, using the outcomes of Tasks 1-3.	Jun-Aug. 86	Contractor
3. Manage all logistics for all the Conferences.	Jun-Sep. 86	Contractor
4. Conduct Statewide Conference for state level policy makers.	July 86	Contractor
5. Conduct six Regional Conferences for local service providers, students, families, and other appropriate people.	Nov. 86	Contractor
6. Write a report describing the results of each Conference and submit it to the Steering Committee.	Dec. 86	Contractor/ Steering Comm.

Objective #11: Identify procedures for the improvement in inter- and intra-agency collaboration in the development and implementation of an appropriate number and diversity of transition programs.

Task #1: Describe the ideal role and function of each agency involved in the transition process.

Activities:	Timeline:	Responsibility:
1. Develop a list of agencies that provide or might provide transitional services, and submit it to the Working Group for review and comment.	Oct. 86	Contractor/ Working Group
2. Identify a sample of agencies and persons to be included in a field study, and submit the sample to the Steering Committee for approval.	Oct. 86	Contractor/ Working Group
3. Develop an instrument to be used in the field study.	Oct. 86	Contractor/ Working Group
4. Analyze the roles and functions of existing agencies, identifying strengths, weaknesses and gaps (include agencies/persons' perceptions of their roles).	Oct-Nov. 86	Contractor
5. Develop a report on ideal roles and functions, and submit it to the Working Group and Steering Committee for review and comment.	Dec. 86	Contractor/ Working Group/ Steering Comm.
6. Submit revised report to Steering Committee for approval.	Jan. 87	Working Group
7. Send it to agency heads, service providers, employers and parents for review and comment.	Jan. 87	Contractor
8. Revise the report, based on feedback, and submit it to the Working Group for review and comment.	Feb. 87	Contractor/ Working Group
9. Submit the revised report to the Steering Committee for approval.	Feb. 87	Working Group/ Steering Comm.

Task #2: Develop a set of recommended procedures for the delivery of effective transitional services.

Activities:	Timeline:	Responsibility:
1. Using outcomes of Objective 10 and Objective 11, Task #1, construct a set of recommended procedures.	Mar. 87	Contractor
2. Submit the recommended procedures to the Working Group for review and comment.	Mar. 87	Contractor/ Working Group
3. Develop a manual of recommended procedures, and submit it to the Working Group for review and comment.	Apr. 87	Contractor/ Working Group
4. Submit the revised manual to the Steering Committee for approval.	May 87	Working Group/ Steering Comm.
5. Disseminate the manual to pertinent people.	May 87	Contractor/ Working Group

Task #3: Develop proposals for improving inter/intra-agency collaboration that focus on transition, taking into consideration the existing practices that have been documented as an outcome of Objective 10, as well as the outcome of Objective 11, Task 1.

Activities:	Timeline:	Responsibility:
1. Review and analyze the history of existing formal agreements.	Mar. 87	Contractor
2. Identify the components of successful cooperative agreements.	Mar-Apr. 87	Contractor
3. Develop model formats for cooperative agreements to meet local needs.	Apr-May 87	Contractor
4. Submit model formats to the Working Group for review and comment.	May 87	Contractor/ Working Group
5. Send the revised model formats to the Steering Committee for approval.	May 87	Working Group/ Steering Comm.

TRANSITION WORKING GROUP

OBJECTIVES/TASKS/ACTIVITIES AFTER MAY 1987

Objective #11: Identify procedures for the improvement in inter- and intra-agency collaboration in the development and implementation of an appropriate number and diversity of transition programs.

Task #4: Implement and evaluate at least one of the new proposals in an urban, suburban and rural setting.

Activities:

1. Identify the appropriate person(s) to negotiate a local agreement.

2. Negotiate one or more agreements in rural, suburban and urban settings.

3. Implement and evaluate the agreements.

Objective #12: Develop or enhance procedures for training all appropriate persons on their roles in the transition process.

Task #1: Describe the ideal roles and functions necessary to facilitate the transition process.

Activities:

1. Identify the people necessary for a transition team, taking into consideration different handicapping conditions and local constraints.

2. Identify and convene sub-committees or task forces of representatives necessary to make up transition teams.

3. Using these sub-committees for advice, describe the ideal roles and functions of transition team members.

4. Send out this description for review and comment.

5. Revise the description based on feedback.

Task #2: Propose and evaluate procedures for training pertinent people to become effectively involved in the transition process.

Activities:

I. Identify and evaluate existing training resources in Oregon (PGA, COPE etc.).

2. Develop proposed training procedures based upon existing resources (strengthen and consolidate, where appropriate).

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3. Send proposal to appropriate people for review and comment.

4. Revise proposal based on review.

Task #3: Implement and evaluate training programs based on the outcomes of tasks #1 and #2.

Activities:

1. Identify people and organizations to receive the training.

2. Negotiate training agreements, that both utilize existing training resources and create new opportunities.

3. Implement and evaluate the training.

Objective #13: Improve pre-service training on good transitional programming for all service providers.

Task #1: Negotiate with professional preparation programs concerning the implementation of pre-service training that addresses transition issues.

Activities:

1. Identify what is currently being done.

2. Share with them the training packet as identified in Objective 12, Task 3.

3. Recommend procedures for inclusion of new transition information in appropriate pre-service curricula.

4. Develop agreements concerning future efforts in pre-service training.

Task #2: Evaluate the impact of newly negotiated approaches to pre-service training.

Activities:

1. Negotiate evaluation procedures with professional preparation programs.

2. Assist, where appropriate, in implementing evaluation.

3. Analyze and interpret outcomes of evaluation.

4. Offer recommendations concerning further improvement in pre-service training

Objective #14: Develop and implement procedures for collecting and sharing data on the transition outcomes of special education students who leave school.

Task #1: Identify mechanisms of data generation and data sharing.

Activities:

1. Survey existing data collection procedures in the relevant agencies.

2. Identify opportunities for sharing that emerge from this analysis.

3. Identify problems/barriers that interfere with this sharing.

Task #2: Develop plans for achieving inter/intra-agency collaboration on data generation and sharing.

Activities:

1. Identify agencies, units and people who would participate in data sharing network.

2. Propose one or more specific models for sharing based on Objective 14, Task 1.

Task #3: Implement and evaluate at least one of the plans that have been developed in an urban, suburban and rural setting.

Activities:

1. Identify the appropriate person(s) with whom to negotiate a local agreement.

2. Negotiate one or more agreements in rural, suburban and urban settings.

3. Implement and evaluate the agreements.

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DOCUMENTATION WORKING GROUP

OVERVIEW OF OBJECTIVES AND TASKS

Objective #15: Identify the minimum content, procedures and model forms to be included in the IEP process for middle school and high school students with disabilities, addressing all dimensions of an IEP including modified curriculum which is to include transitional and vocational components.

Objective #16: Develop and evaluate a procedure for implementing Individualized Transition Plans (ITP's) that are coordinated with IEP's for all middle school and high school special education students.

Task #1: Define and describe the components that should be included in an ITP for middle school/secondary special education students.

Task #2: Define and describe the process that should be used to develop the ITP for middle school and high school special education students. Also describe the relationships between the ITP and the IEP.

Task #3: Define and describe the procedures that should be followed at the state and local levels in ITP monitoring for middle school and high school special education students.

Task #4: Develop model forms and procedures that will be used to document and monitor the ITP process with middle school and high school special education students.

Task #5: Develop and conduct one Statewide Conference for state level policymakers and six Regional Conferences for local service providers, students, families, and any other appropriate people, using the outcomes of Task 1-4. The Conferences will be conducted in conjunction with those of the other Working Groups.

Task #6: Field test, evaluate, and modify the ITP package.

Objective #17: Establish meaningful statewide graduation requirements and identify the type of completion document, including a statement of achievements, to be awarded to high school special education students.

Task #1: Identify the different types of graduation requirements and completion documents that are currently being used in school districts around the country. Review the historical perspective.

Task #2: Identify information needed by employers to be included on diplomas and completion documents.

Task #3: Develop a policy proposal concerning graduation requirements and completion documents for use in all Oregon schools, incorporating the outcome of Tasks 1 and 2.

Task #4: Develop a plan for implementing the policy within all private and public schools in Oregon.

Task #5: Field test, evaluate, modify and implement the plan.

Objective #18: Develop and disseminate standardized operational manuals to school districts, parents, and adult service agencies, on the utilization of the secondary IEP and ITP process to facilitate adult adjustment for students with disabilities.

Task #1: Identify and review manuals currently in use in Oregon and other states.

Task #2: Prepare manuals on the utilization of the IEP and ITP process, that will meet the needs of parents, educators, and personnel from adult service agencies.

Task #3: Disseminate manuals to school districts, parents and adult service agencies.

Objective #19: Conduct inservice training for target groups on the incorporation of adult adjustment into the IEP and ITP process. Target groups include parents, educators, and professionals in adult service agencies.

Task #1: Develop a plan for conducting inservice training throughout Oregon.

Task #2: Implement, evaluate and revise the inservice training.

Task #3: Conduct inservice training throughout Oregon.

DOCUMENTATION WORKING GROUP

TIME/TASK ANALYSES THROUGH MAY 1987

Objective #15: Identify the minimum content, procedures and model forms to be included in the IEP process for middle school and high school students with disabilities, addressing all dimensions of an IEP including modified curriculum which is to include transitional and vocational components.

Objective #16: Develop and evaluate a procedure for implementing Individualized Transition Plans (ITP's) that are coordinated with IEP's for all middle school and high school special education students.

Task #1: Define and describe the components that should be included in an ITP for middle school and high school special education students.

Activities:	Timeline:	Responsibility:
1. Gather model ITP forms from exemplary middle school and high school special education programs in Oregon and throughout the country.	Jan. 86	Contractor
2. List components that should be included in the ITP, develop a minimum of three draft forms, and submit them to the Working Group for review and comment.	Jan. 86	Contractor/ Working Group
3. Identify and select a sample to serve as field reviewers.	Feb. 86	Contractor Working Group
4. Develop an instrument to be used for review and comment of the proposed ITP forms.	Jan. 86	Contractor
5. Send proposed ITP forms to field reviewers and analyze their comments.	Feb. 86	Contractor
6. Develop revised ITP forms, including definitions and descriptions of components in the ITP and submit them to the Working Group for review and comment.	Feb. 86	Contractor/ Working Group

Activities:	Timeline:	Responsibility:
7. Send revised ITP form to Steering Committee for approval.	Mar. 86	Working Group

Task #2: Define and describe the process that should be used to develop the ITP for middle school and high school special education students. Also describe relationships between the IEP and ITP.

Activities:	Timeline:	Responsibility:
1. Collect information from school personnel, committees, and parents concerning their perceptions of the ideal IEP and ITP processes.	Mar. 86	Contractor
2. Collect information from the same group used in activity 1 concerning their perceptions on how the IEP and ITP process should relate to each other.	Mar. 86	Contractor
3. Review this information and develop a draft proposal of the IEP and ITP processes, including responsibilities for implementing each part of this process (i.e. vocational education, mental health, vocational rehabilitation, parents, special educators).	Mar-Apr. 86	Contractor
4. Submit the draft proposal to the Working Group for review and comment.	Apr. 86	Contractor/ Working Group
5. Send the proposal for field review, using the same sample identified for Task 1.	Apr. 86	Contractor
6. Revise the proposal, based on reviewers' comments, and submit it to the Working Group for review and comment.	Apr. 86	Contractor/ Working Group
7. Send revised proposal to the Steering Committee for approval.	Apr. 86	Working Group

Task #3: Define and describe the procedures that should be followed at the state and local levels in ITP monitoring for middle school and high school special education students.

Activities:	Timeline:	Responsibility:
1. Obtain and review existing monitoring systems in Oregon and other states.	Mar-Apr. 86	Contractor
2. Bring together a small group of special education supervisors and principals to review current practices and discuss issues.	Apr. 86	Contractor
3. Develop a questionnaire, concerning what should be monitored and how monitoring should be accomplished.	Apr. 86	Contractor
4. Using the same sample identified for Task 1, obtain input from teachers and parents concerning what should be monitored, and how monitoring should be accomplished.	Apr-May 86	Contractor
5. Utilizing input from Task 3, Activity 4, along with the outcomes of Tasks 1 and 2, develop a proposed format for ITP monitoring.	May 86	Contractor
6. Submit the proposed format to the Working Group for review and comment.	May 86	Contractor/ Working Group
7. Send proposal to the same sample of field reviewers for comment.	May-Jun. 86	Contractor
8. Revise the proposal, based on reviewers' comments, and submit it to the Working Group, for review and comment.	Jun. 86	Contractor/ Working Group
9. Send revised proposal to the Steering Committee for approval.	June 86	Working Group

Task #4: Develop model forms and procedures that will be used to document and monitor the ITP process with middle school and high school special education students.

Activities:	Timeline:	Responsibility:
1. Integrate the outcomes of Tasks 1-3 into a package of usable materials.	Jun. 86	Contractor
2. Incorporate computerized formats into the materials that are compatible with the ODE statewide data system.	Jun. 86	Contractor
3. Submit the package to the Working Group for review and comment.	Jun. 86	Contractor/ Working Group
4. Obtain review and comment on the package from a small sample of representative users.	Jul. 86	Contractor
5. Revise the package, based on reviewers' comments, and submit to the Working Group.	Jul. 86	Contractor/ Working Group
6. Send the revised package to the Steering Committee for approval.	Jul. 86	Working Group

Objective #15: Identify the minimum content, procedures and model forms to be included in the IEP process for middle school and high school students with disabilities, addressing all dimensions of an IEP including modified curriculum which is to include transitional and vocational components.

Objective #16: Develop and evaluate a procedure for implementing Individualized Transition Plans (ITP's) that are coordinated with IEP's for all middle school and high school special education students.

Task #5: Develop and conduct one Statewide Conference for policy makers and six Regional Conferences for local service providers, students, families, and any other appropriate people, using the outcomes of Tasks 1-4. The Conferences will be conducted in conjunction with those of the other Working Groups.

Activities:	Timeline:	Responsibility:
1. Develop preliminary plans for the Conferences, including locations, participants, program length and design, and objectives.	Jun. 86	Contractor/ Steering Comm.
2. Develop Conference agenda, materials and presentations, using the outcomes of Tasks 1-4.	Jun-Aug. 86	Contractor
3. Manage all logistics for all the Conferences.	Jun-Sep. 86	Contractor
4. Conduct Statewide Conference for state level policy makers.	Aug. 86	Contractor
5. Conduct six Regional Conferences for local service providers, students, families, and other appropriate people.	Nov. 86	Contractor
6. Write a report describing the results of each Conference, and submit it to the Steering Committee.	Dec. 86	Contractor/ Steering Comm.

Objective #15: Identify the minimum content, procedures and model forms to be included in the IEP process for middle school and high school students with disabilities, addressing all dimensions of an IEP including modified curriculum which is to include transitional and vocational components.

Objective #16: Develop and evaluate a procedure for implementing Individualized Transition Plans (ITP's) that are coordinated with IEP's for all middle school and high school special education students.

Task #6: Field test, evaluate, and modify the ITP package.

Activities:	Timeline:	Responsibility:
1. Design an appropriate field study for evaluating the packages, and submit it to the Working Group for review and comment.	Oct. 86	Contractor/ Working Group
2. Negotiate agreements with selected school districts to field test the packages.	Oct-Nov. 86	Contractor
3. Implement and evaluate the field tests.	Dec. 86-Apr. 87	Contractor
4. Revise the packages of materials, based on the outcomes of the field tests.	Apr. 87	Contractor
5. Submit the revised packages to the Working Group for review and comment.	Apr. 87	Contractor/ Working Group
6. Submit the revised packages to the Steering Committee for approval.	May 87	Working Group

DOCUMENTATION WORKING GROUP

OBJECTIVES/TASKS/ACTIVITIES AFTER MAY 1987

Objective #17: Establish meaningful statewide graduation requirements and identify the type of completion document, including a statement of achievements, to be awarded to high school special education students.

Task #1: Identify the different types of graduation requirements and completion documents that are currently being used in school districts around the country. Review the historical perspective.

Activities:

1. Conduct a thorough review and analysis of all available literature on this topic.

2. Identify an appropriate sample of reviewers, to provide input into the development of policy on this topic.

3. Review and analyze Oregon's legal requirements in this area.

4. Develop a survey instrument for identifying and evaluating current practices in Oregon.

5. Using this instrument, conduct a survey and interpret the findings.

6. Using all of the above input, develop a proposal for graduation requirements and completion documents.

7. Send proposal to the sample identified in Task 2 for review and comment.

8. Revise the proposal, based on reviewers' comments.

Task #2: Identify information needed by employers to be included on diplomas and completion documents.

Activities:

1. Conduct a thorough review and analysis of all available literature on this topic.

2. Identify an appropriate sample of employers, to provide input into the development of graduation requirements and completion documents.

3. Develop a survey instrument for identifying and evaluating employer requirements in this area.

4. Using this instrument, conduct a survey and interpret the findings.

5. Building on the outcomes of Task 1, revise the proposal for graduation requirements and completion documents, incorporating the outcomes of the employer survey.

Task #3: Develop a policy proposal concerning graduation requirements and completion documents for use in all Oregon schools, incorporating the outcome of Tasks 1 and 2.

Activities:

1. Identify an appropriate sample of reviewers, including school district personnel, employers, higher education special educators, personnel from adult service agencies, parents, and adults with disabilities.

2. Design a procedure for evaluating the proposal that emerged from Task 2, Activity 5.

3. Implement this procedure with the sample identified in Task 1.

4. Revise the proposal, based on the outcomes of Task 3.

5. Submit the revised proposal to public hearings.

6. Make final revisions, and submit to the Oregon Board of Education for adoption.

Task #4: Develop a plan for implementing the policy within all private and public schools in Oregon.

Activities:

1. Develop a preliminary proposal for plan implementation.

2. Identify an appropriate sample of reviewers, including all constituencies that would be affected by the plan.

3. Send the preliminary proposal for implementation to this sample for review and comment.

4. Revise the proposal, based on the comments of reviewers.

Task #5: Field test, evaluate, modify and implement the plan.

Activities:

1. Negotiate implementation agreements with a representative sample of school districts.

2. Implement and evaluate the field test.

3. Revise the procedures, based on the outcomes of the field test.

4. Implement the revised procedures statewide.

5. Evaluate statewide utilization.

6. Modify procedures, if necessary, based on outcomes of statewide evaluation.

Objective #18: Develop and disseminate standardized operational manuals to school districts, parents, and adult service agencies, on the utilization of the secondary IEP and ITP process to facilitate adult adjustment for students with disabilities.

Task #1: Identify and review manuals currently in use in Oregon and other states.

Activities:

1. Identify and obtain a representative sample of existing manuals.

2. Review these manuals for content and style.

3. Survey users of these manuals, in order to identify strengths and needed areas of improvement.

4. Develop recommendations for preparing a manual to be used in Oregon.

Task #2: Prepare manuals on the utilization of the IEP and ITP process, that will meet the needs of parents, educators, and personnel from adult service agencies.

Activities:

1. Develop a proposed manual, based on the outcomes of Objective 15/16, Task 5, and Objective 18, Task 1.

2. Obtain review and comment from a representative sample of users.

3. Revise the manual, based on reviewers' comments.

Task #3: Disseminate manuals to school districts, parents and adult service agencies.

Activities:

1. Develop list of school district, parent groups and adult service organizations to receive the manual.

2. Develop an appropriate dissemination plan.

3. Implement and evaluate the dissemination plan.

4. Revise the dissemination plan, if appropriate.

Objective #19: Conduct inservice training for target groups on the incorporation of adult adjustment into the IEP and ITP process. Target groups include parents, educators, and professionals in adult service agencies.

Task #1: Develop a plan for conducting inservice training throughout Oregon.

Activities:

1. Identify the appropriate recipients of training.

2. Develop a training plan, within the constraints of available resources.

Task #2: Implement, evaluate and revise the inservice training.

Activities:

1. Select a small sample of training recipients, including school district personnel, adult service agency personnel, and parents.

2. Implement and evaluate the training procedures.

3. Revise the training procedures, based on the outcomes of Activity 2.

Task #3: Conduct inservice training throughout Oregon.

Activities:

1. Develop a revised training plan for statewide implementation, based on outcomes of Task 1, Activity 2 and Task 2, Activity 3.

2. Implement the plan and evaluate its outcomes.

Certification/Training Working Group

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CERTIFICATION/TRAINING WORKING GROUP

OVERVIEW OF OBJECTIVES AND TASKS

Objective 20: Identify and implement the most useful and appropriate ways to prepare all service providers (including but not limited to special education and regular education teachers and administrators, vocational and rehabilitation staff, counselors and other service providers) and parents to serve secondary students with disabilities effectively.

Task #1: Using the Halpern and Edgar studies as a basis, conduct additional inquiries to specify further the preparation needs of secondary teachers and others. The inquiries should investigate at least the following questions.

-What are the skill strengths and weaknesses of elementary and secondary trained teachers who work with secondary students with disabilities?

-Do different service delivery models for secondary students with disabilities require different teacher skills and preparation?

-What specific teacher skills are required to enable them to provide appropriate transition services to secondary students with disabilities?

-What are the various roles and responsibilities of the agencies and persons in transitioning, and what are the various roles and responsibilities of institutions and agencies for providing preparation to staff?

Task #2: Analyze information collected, using the Edgar and Halpern studies and other studies for implications concerning staff development activities, parent training, employer training and pre-service personnel training policies.

Task #3: Develop and conduct one Statewide Conference for state level policy makers and six Regional Conferences for local service providers, students, families,and any other appropriate people, using the outcomes of Tasks 1-2. The Conferences will be conducted in conjunction with those of the other Working Groups.

Task #4: Develop proposals for the implementation of changes in both pre-service and inservice personnel preparation activities.

Task #5: Develop a statewide data base in order to conduct studies of the impacts of policy changes in both pre-service and inservice training.

CERTIFICATION/TRAINING WORKING GROUP

TIME/TASK ANALYSES THROUGH MAY 1987

Objective 20: Identify and implement the most useful and appropriate ways to prepare all service providers (including but not limited to special education and regular education teachers and administrators, vocational and rehabilitation staff, counselors and other service providers) and parents to serve secondary students with disabilities effectively.

Task #1: Using the Halpern and Edgar studies as a basis, conduct additional inquiries to specify further the preparation needs of secondary teachers and others. The inquiries should investigate at least the following questions:

- What are the skill strengths and weaknesses of elementary and secondary trained teachers who work with secondary students with disabilities?
- Do different service delivery models for secondary students with disabilities require different teacher skills and preparation?
- What specific teacher skills are required to enable them to provide appropriate transition services to secondary students with disabilities?
- What are the various roles and responsibilities of the agencies and persons in transitioning, and what are the various roles and responsibilities of institutions and agencies for providing preparation to staff?

Activities:	Timeline:	Responsibility:
1. Appoint a task force comprised of representatives from affected groups to review the current studies and design additional studies to address the defined questions and additional questions as appropriate. Membership should be drawn from at least the following groups: advocacy/support organizations, professional preparers, school service providers, providers from other adult agencies, and representatives from teacher organizations. In addition, people from the private sector should also be represented.	Jan. 86	Working Group

Activities:	Timeline:	Responsibility:
2. Develop RFP's for the identified studies, and submit them to the Working Group for review and comment.	Feb. 86	Working Group
3. Submit RFP's to Steering Committee for approval.	Feb. 86	Working Group
4. Circulate RFP's, identify list of contractors to complete the study projects, and submit the list to the Steering Committee for selection.	Mar. 86	Working Group
5. Select a contractor.	Apr. 86	Steering Comm.
6. Conduct the study(ies)	Apr-July 86	Contractor

Task #2: Analyze information collected, using the Edgar and Halpern studies and other studies for implications concerning staff development activities, parent training, employer training, and pre-service personnel training policies.

Activities:	Timeline:	Responsibility:
1. Using the task force identified for Task 1, analyze and interpret data collected for implications pertaining to changes that might be needed in state policies on pre-service personnel preparation. Specific issues to consider should include at least the following: - endorsement/certification modifications, - courses of study requirements for teacher preparation programs (graduate and undergraduate), - training requirements prior to license reissuance,		

Activities:	Timeline:	Responsibility:
- interagency coordination and cooperation for staff development and employment requirements.	May-Jun. 86	Contractor
2. Using the task force, analyze and interpret data collected for implications pertaining to staff, employers and parents training activities that are necessary for the immediate improvement of staff, employer, and parent skills related to secondary special education.	May-Jun. 86	Contractor
3. Write a report on the findings from the various studies, describing implications for pre-service and in-service preparation.	Jun. 86	Contractor
4. Submit the report to the Working Group for review and comment.	Jun. 86	Contractor/ Working Group
5. Submit the revised report to the Steering Committee for approval.	Jul. 86	Working Group

Objective #20: Identify and implement the most useful and appropriate ways to prepare all service providers (including but not limited to special education and regular education teachers and administrators, vocational and rehabilitation staff, counselors and other service providers) and parents to serve secondary students with disabilities effectively.

Task #3: Develop and conduct one Statewide Conference for state level policy makers and six Regional Conferences for local service providers, students, families, and any other appropriate people, using the outcomes of Tasks 1-2. The Conferences will be conducted in conjunction with those of the other Working Groups.

Activities:	Timeline:	Responsibility:
1. Develop preliminary plans for the Conferences, including locations, participants, program length and design, and objectives.	Jun. 86	Contractor/ Steering Comm.
2. Develop Conference agenda, materials and presentation, using the outcomes of Tasks 1-2.	Jun-Aug. 86	Contractor
3. Manage all logistics for all the Conferences.	Jun-Sep. 86	Contractor
4. Conduct Statewide Conference for state level policy makers.	Aug. 86	Contractor
5. Conduct six Regional Conferences for local service providers, students, families, and other appropriate people.	Nov. 86	Contractor
6. Write a report describing the results of each Conference and submit it to the Steering Committee.	Dec. 86	Contractor/ Steering Comm.

Objective #20: Identify and implement the most useful and appropriate ways to prepare all service providers (including but not limited to special education and regular education teachers and administrators, vocational and rehabilitation staff, counselors and other service providers) and parents to serve secondary students with disabilities effectively.

Task #4: Develop proposals for the implementation of changes in both pre-service and in-service personnel preparation activities.

Activities:	Timeline:	Responsibility:
1. Draft position statements, developed with the task force identified for Task 1, which recommend policy changes for both pre-service and in-service training activities for improving secondary special education.	Oct-Nov. 86	Contractor
2. Submit the position statements to the Working Group for review and comment.	Nov. 86	Contractor/ Working Group
3. Circulate the draft position statements among appropriate agencies and groups for review and comment, and analyze the responses.	Nov-Dec. 86	Contractor
4. Prepare a revised draft of the position statements into policy recommendations for both pre-service and in-service training, and submit the revisions to the Working Group.	Jan-Feb. 87	Contractor/ Working Group
5. Submit the revisions to the Steering Committee for approval.	Feb. 87	Working Group
6. Submit the final position statements to the Cooperative Personnel Planning Council and the Teachers Standards and Practices Commission for review and action.	Mar. 87	Steering Comm.

Task #5: Develop a statewide data base in order to conduct studies of the impacts of policy changes in both pre-service and in-service training activities.

Activities:	Timeline:	Responsibility:
1. Prepare a data base for evaluating the impact of changes in pre-service and in-service training policy upon teachers' role and function, students' accomplishments while in school, and post school adjustments.	Apr. 87	Contractor
2. Present the data base to the Working Group for review and comment.	May 87	Contractor/ Working Group
3. Submit data base to Steering Committee for approval.	May 87	Working Group

CERTIFICATION/TRAINING WORKING GROUP

OBJECTIVES/TASKS/ACTIVITIES AFTER MAY 1987

Objective 20: Identify and implement the most useful and appropriate ways to prepare all service providers (including but not limited to special education and regular education teachers and administrators, vocational and rehabilitation staff, counselors and other service providers) and parents to serve secondary students with disabilities effectively.

Task #5: Develop a statewide data base in order to conduct studies of the impacts of policy changes in both pre-service and inservice training activities.

Activities:

4. Collect data for a baseline prior to implementation of any policy changes of training activities.

5. Continue to collect data and update the data base yearly.

6. Using the data base and other information resources, study the following:

   - changes in teacher preparation in relation to assignments,
   - student skill development in relation to services received,
   - student placement status after leaving school,
   - satisfaction of parents and students with secondary school training and post school status.